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ABSTRACT

This report summarizes and compares results of three conference seminars on Individually Prescribed Instruction (IPI) held in 1967, 1968, and 1969 for administrators and teachers. Basic seminar objectives were to give participants an opportunity to exchange ideas about IPI, to provide them with information concerning future developments of IPI, and to encourage the feedback loop by asking them for recommendations for the improvement of IPI. Although the first seminar concentrated on mathematics instruction, later sessions dealt with the teaching of reading, mathematics, writing, spelling, and handwriting. Results of questionnaires administered to program participants are included. (LLR)

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SUMMARY AND COMPARISON OF THREE ANNUAL CONFERENCES ('67 - '68 - '69) OF TEACHERS AND ADMINISTRATORS USING THE INSTRUCTIONAL SYSTEM INDIVIDUALLY PRESCRIBED INSTRUCTION

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INTRODUCTION

Since Research for Better Schools began the dispersion of Individually Prescribed Instruction mathematics in the fall of 1967, one section of the research plans included a conference of teachers and administrators to be held once a year. The basic objectives of this meeting were:

1. To give teachers and administrators an opportunity to exchange ideas about the Individually Prescribed Instruction program.
2. To provide teachers and administrators with information concerning future developments of Individually Prescribed Instruction.
3. To encourage the feedback loop by asking teachers and administrators for recommendations for the improvement of Individually Prescribed Instruction.

Questionnaires were administered to aid the Research for Better Schools staff in evaluating the conference and in understanding the participants' perceptions of Individually Prescribed Instruction as an instructional system in the present and future.

Included here are summaries and comparisons of the three conferences and questionnaires.

1967 CONFERENCE SEMINARS

The first conference included participants from eleven schools involved in Individually Prescribed Instruction, Research for Better Schools, Learning Research and Develpoment Center, and one Title III center (which planned to institute Individually Prescribed Instruction the following year). The specific objectives were:

1. To encourage teachers and administrators to define and list their functions in Individually Prescribed Instruction.
2. To discuss problems of interaction between administrators, teacher aides, and students.
3. To elicit and determine the necessary preparations for these functions by the administrators, teacher, teacher aides, and students involved in Individually Prescribed Instruction.

The teachers' perceptions of the changing role centered on the transfer of responsibility for pupils' learning to the students who control their own learning climate and assume some responsibility for their own education. In turn, the teacher becomes a guide who must be responsive to the needs of each individual child. Although the curriculum controls the teacher along one dimension, the teachers are now more aware of small steps in learning and of the importance of a mastery criterion. In order to be better teachers, they feel they need a wider repertoire of approaches and techniques, a broader knowledge of subject matter, and the ability to interpret test information and analyze data. In addition, the teachers note the necessity of communication with other teachers and the administrators.

Previous experiences and training, which were noted for aiding the transition to the new functions, included special classroom projects and the experimentation with different organizational patterns. For example, team-teaching or nongraded experience was found to be helpful. In the light of their experiences, the teachers recommended a training program based on the principles of Individually Prescribed Instruction; that is, including behavioral objectives, diagnostic instruments, materials, and procedures. This initiation to Individually Prescribed Instruction should also include the entire staff's training at one point in time and encompass actual classroom experiences of working as an aide assisting experienced teachers.

The second part of the sessions centered around the teachers sharing ideas on generalized problem areas. The solutions and recommendations offered constructive aid in working with certain types of pupils in utilizing planning sessions effectively, in hiring and training the para-professionals, in specifying the relationship between the teachers and administrators, and in giving Learning Research and Development Center and Research for Better Schools feedback on areas for improvement.

As a result of this conference, the staff of Research for Better Schools, in conjunction with Learning Research and Development Center, directed their attention to a teacher training program based on the elements of the Individually Prescribed Instruction system. These materials were developed and field-tested for the first time in the fall of 1967.

In addition, the teachers' perception of the importance of the administrator becoming an instructional leader was taken into account in the development of an administrative training program. The following factors, emphasized by the teachers, included demands upon the principal:

1. To become accessible and to visit and work in the classroom.
2. To discuss Individual Prescribed Instruction and approaches to educational as well as administrative problems.
3. To become familiar with and sympathetic to the program.
4. To become a strong, well-organized leader who can communicate and work with a team of teachers in determining what needs to be accomplished and in aiding in evaluation of group decisions.

Since the teachers and administrators believed that the administrative training and teacher training program were most important for the successful implementation of Individually Prescribed Instruction, it was decided that new schools asking for involvement should be aware of these aspects of the programs (for example, the cost). An informative application blank detailing the philosophical and organizational aspects of Individually Prescribed Instruction was developed for all new interested schools.

An evaluation of the sessions was conducted and the following comments were elicited:

1. The sessions provided "an appropriate amount of opportunity to exchange ideas in terms of common problem-solving by teaching."
2. The opportunity to participate was "excellent."
3. The respondents were "gladly" willing to participate in another conference.

QUESTIONNAIRE RESULTS

A multiple-choice questionnaire was administered and the general results include the following perceptions:

1. The importance of a teacher under a program of Individually Prescribed Instruction is "greater than" it is under a more conventional classroom situation.
2. Individually Prescribed Instruction is "a step toward superior classroom structure."
3. The major weakness in Individually Prescribed Instruction is the math worksheets, with the need for more personnel and the problems of training and other organizational weaknesses placing second and third.
4. The major strength of Individually Prescribed Instruction is the system for children, with materials, and the personal development and motivation for children being second and third.

The only complaints about the conference centered around the need for more small-group discussions of people with common problems led by an expert who could help in problem-solving. In addition, the recommendation was made that the participants in any particular session have the same experiential background.

1968 CONFERENCE SEMINARS

The second conference included participants from twenty-five schools involved in Individually Prescribed Instruction, Research for Better Schools, and Learning Research and Development Center. The specific objectives were:

1. To give teachers and administrators an opportunity to exchange ideas about the Individually Prescribed Instruction program.
2. To provide teachers and administrators with information concerning the future developments of Individually Prescribed Instruction.
3. To ask teachers and administrators for feedback concerning recommendations for improvement of Individually Prescribed Instruction.

Taking into account the major complaints from the 1967 conference, that is, the need for more problem-centered sessions led by an experienced seminar chairman and including equally prepared participants, nineteen workshops were offered to the teachers. Each teacher had a choice of two of the sessions, which were co-chaired by a teacher from one of the Individually Prescribed Instruction schools and a Research for Better Schools representative. The specific and general recommendations of the participants included the following:

1. The *seminars* are important but they must be more flexible.
2. *Planning sessions* need allotted time and structure.
3. *The primary reading* program should be truncated to include fewer pages and discs; more flexible prescriptions sheets should be used. (Based both on this recommendation and on data collected from the pupils' completed work, the primary reading program was truncated for the 1969-70 school year.)
4. Ways were suggested for the *intermediate reading* program to bridge the gap between transitional and independent reading.
5. *Classroom management* strategies were outlined to increase the effectiveness and efficiency of the program for both the primary and the intermediate grades.
6. Factors affecting *mathematics readiness* and the concepts to be developed in Level Pre-A were outlined.
7. *Reading readiness* objectives and materials need to be developed.
8. *Teacher evaluation* criteria that principals should use in the evaluation of an Individually Prescribed Instruction teacher and those the teachers should use in self-evaluation were developed.

9. *Prescription writing* problems to solve include the use of student involvement and ways of handling down-time.

10. *Reporting progress* to parents needs to include a special Individually Prescribed Instruction form.

11. *Special Learning Problems* include the needs of fostering independence, dealing with speech, hearing, and foreign language problems, and working with the slow learner.

12. *Creative adaptations* to increase the individualization of instruction should include an exchange of ideas and experiments among teachers and schools.

13. *Learning characteristics* emphasized the need for the specification of characteristics, and for Individually Prescribed Instruction to develop more ways to handle these differences.

14. Increased *public relations* is necessary in the form of greater communication among all Individually Prescribed Instruction schools and involvement of the community and colleges.

An evaluation of the sessions was conducted, and the results showed that most of the participants rated the sessions as "somewhat helpful" or "most helpful." The sessions receiving a greater proportion of "somewhat helpful" ratings were those on learning characteristics and special learning problems, the two sessions which were the most theoretical and were the least specific in terms of the exchange of ideas.

QUESTIONNAIRE RESULTS

1. Individually Prescribed Instruction Mathematics is better for the above-average and average pupils than for the below-average pupils. (In this case, the below average pupil is often defined as the non-reader.) The below-average and above-average pupils benefit from the program because their interest level is maintained.

2. The classroom atmosphere for pupils, the level of children's motivation, and discipline are all excellent or quite good.

3. The training and preparation of teachers need to be improved. At this time, the teachers were still basing their judgement on the summer institute approach to training since they had not used the new teacher training packages.

4. The teacher's instructional role and the classroom atmosphere for teachers are excellent or quite good.

5. The instructional materials and testing materials are quite good to adequate, but a definite need is seen for improvement.

6. Planning sessions can be good; however, as they currently are used, a third of the teachers calssified them in each of the categories: excellent or quite good, adequate, and not too good or poor.

7. Seminars should be held although their content and organization are a problem.

8. The demands on Individually Prescribed Instruction teachers are greater than the previous demands they experienced as traditional classroom teachers.

9. The role of the aide in Individually Prescribed Instruction is excellent or quite good. Some teachers and problems in the training and attitudes of their aides; however, all felt that the para-professionals are a solution to the problem of insufficient time.

10. As the teachers become more involved in Individually Prescribed Instruction math, the more positive and less frustrated they feel.

11. Teachers find teaching in Individually Prescribed Instruction classes to be positive.

In general, the teachers feel enthusiastic about the strengths, constructively critical about the defects, and hopeful about the myriad future possibilities for individualizing instruction.

1969 CONFERENCE SEMINARS

Due to the expansion of Individually Prescribed Instruction into one hundred schools, it became financially infeasible to hold a conference including all or even representatives of all schools. In addition, since the subject matter included in the Individually Prescribed Instruction system was significantly expanding for six schools for the school year 1969-70, it was decided to hold a conference of all demonstration school teachers who would be involved the following year in the subjects of mathematics, reading, science, handwriting, and spelling.

The basic objective of this conference was to provide teachers and administrators with information concerning future developments in Individually Prescribed Instruction. More specifically, the participants were given an introduction to the content and organization of the new subjects which would be included in their schools in September. They were also given an opportunity to ask questions and give feedback concerning anticipated problem areas. In addition, a session was held with each faculty regarding the proposed two-week summer training program.

The whole-group sessions were led by the resource persons from the developmental team who are responsible for the development and successful implementation of the subject in the schools. The resource and training staffs also were present to answer any questions which applied to them. The presentations were made formally and followed by informal buss sessions.

This was the first time the "entire group" approach was utilized in a teachers' conference; however, it was also the first time that all participants entered the session with the same experiential background and the same need for information.

QUESTIONNAIRE RESULTS

Due to the nature of the group, two questionnaires were prepared: one asked the teachers to evaluate the present Individually Prescribed Instruction program; the other asked the participants to help Research for Better Schools in future developments by sharing present ways of viewing subjects and attempting to anticipate the future.

TEACHER OPINIONNAIRE CONCERNING INDIVIDUALLY PRESCRIBED INSTRUCTION

To obtain a measure of teachers' feelings about the strengths and weaknesses of Individually Prescribed Instruction, classroom operational difficulties, and procedures used in implementing Individually Prescribed Instruction, the following questions were asked and results obtained.

PURPOSE: TO OBTAIN A MEASURE OF TEACHERS' FEELINGS REGARDING THE STRENGTHS AND WEAKNESSES OF INDIVIDUALLY PRESCRIBED INSTRUCTION

QUESTION 1: The following are considered some of the *advantages* of "individualized instruction." Please rank from 1, what you consider to be the greatest advantage, to 4, what you consider to be the least advantage.

RESULTS OF RATING	
1	a. It permits the individual to progress at his own rate.
2	b. It creates self-motivation and incentive.
4	c. It reduces behavior problems by increasing the child's sense of responsibility.
3	d. It makes a child feel important.

Of the four alternatives, 75 percent of the teachers rated permitting the individual to progress at his own rate as the first choice, followed by creating self-motivation and incentive and making a child feel important.

Other advantages mentioned were the one-to-one correspondence between student and teacher enabling the teachers to have closer daily contact with individual students, increased time for teacher instruction, the pupils' having the guidance of other professionals in addition to their own teacher, and the diagnosis of children's needs.

QUESTION 2: The following are considered some of the *disadvantages* of "individualized instruction." Please rank from 1, what you con- to be the greatest disadvantage, to 5, what you consider to be the least disadvantage.

RESULTS OF RATING	
1	a. It is too expensive.
4	b. It is not adaptable to the normal classroom setting.
2	c. It deprives the student of learning through social interactions with other students.
3	d. Individual attention to students requires too much teacher time.
5	e. It favors the slow learners too much.

Other disadvantages mentioned were the need for more concrete and supplementary materials to complement the worksheets, a concern about the children who are not independent enough to progress on their own, and the slow learners who get bogged down.

QUESTION 3: If you had to tell a teacher in a new Individually Prescribed Instruction school about the program, what would you emphasize as the single greatest problem in Individually Prescribed Instruction, and what are some of the possible solutions you have identified?

The major problem identified by the teachers was that of time: time to write prescriptions, down-time for the students, time for teaching, and time for planning sessions. Solutions to this problem included more aides and/or floaters, peer tutoring, rewriting teacher pages, smaller groups, more audio materials, and innovative games.

The second greatest problem was that of the materials. Solutions to this included rewriting Levels A and B math, creating supplementary reading and math materials (such as games), adding more materials with simple and consistent directions, utilizing more interesting stories for the reading program, and a thorough check and revision of all materials to eliminate typographical errors and answer key difficulties.

QUESTION 4: If you had to move to another town for some reason, would you look for employment in another Individually Prescribed Instruction school?

PERCENT RESPONSES	
83%	a. Yes
7%	b. No
10%	No response

In general, the teachers felt that Individually Prescribed Instruction has merit and they were greatly impressed by the program. One teacher stated that she could not return to the "old" way after seeing the enthusiasm and progress of the children coupled with the magnitude of materials.

On the other hand, a few teachers felt that the program was too demanding on the teacher due to the time required and the amount of physical exertion, namely bending.

PURPOSE: TO OBTAIN A MEASURE OF HOW INDIVIDUALLY PRESCRIBED INSTRUCTION HAS EFFECTED CHANGE IN GENERAL MODE OF TEACHING

QUESTION 1: Since teaching in Individually Prescribed Instruction, I find I teach the other subjects:

PERCENT RESPONSES	
24%	a. Exactly as I did before.
43%	b. Somewhat differently than before.
29%	c. Quite differently than I did before.
5%	No response

When asked to describe the ways in which their teaching had changed, the following comments were elicited:

1. An attempt is made to break down the content into small areas which students can do at their own speed.

2. A greater awareness of individual differences and needs has made the teacher more conscious of individual pride and progress.

3. Emphasis is placed on the child as he functions in a group.

4. More committees or small groups are formed to enable the pupils to plan and do their own work.

PURPOSE: TO DETERMINE THE TEACHERS' ATTITUDE TOWARD AN "INDIVIDUALIZED" SCHOOL BEFORE THE ENTIRE INDIVIDUALIZED SCHOOL DAY IS STARTED

QUESTION 1: Do you look forward to teaching Individual Prescribed Instruction for almost an entire day (that is, including the subjects of mathematics, reading, spelling, science, and social studies)?

PERCENT RESPONSES	
65%	a. Yes
33%	b. No
2%	No response

Although the teachers were generally in favor of Individually Prescribed Instruction for almost an entire day, their concerns were numerous. Specifically, they felt the need for individualization in skill areas to be balanced by group experiences, schedules to be well organized and to include adequate prescription and planning time, and materials other than skill sheets to be included. Prescription writing and paper work loom as weighty tasks, and there is a concern about the children becoming bored.

QUESTION 2: Do you think your children will react positively to an "individualized" school day?

PERCENT RESPONSES	
67%	a. Yes
11%	b. No
19%	c. I don't know.
3%	No response

The comments were basically positive and centered around the pupils' liking to know what they are expected to do, thereby developing a sense of progressing at their own speed and becoming motivated and achieving success.

PURPOSE: TO DETERMINE THE FREQUENCY, UTILIZATION, AND ATTITUDE TOWARD SEMINARS

QUESTION 1: How often do you have seminars?

MATH PERCENT RESPONSES	*READING PERCENT RESPONSES*	
78%	63%	a. Weekly.
	2%	b. Every other week.
		c. Once a month.
7%	12%	d. When I want them.
10%	18%	e. Other.
5%	5%	No response

For the teachers who responded that they held seminars when there was a reason for one, the determining factors included whenever children were having difficulty with a specific skill or when emergencies arose in administration.

QUESTION 2: How do you use seminars? (Rank from 1 to 5 in terms of frequency.)

MATH RANKING	*READING RANKING*	
2	2	a. I talk to the entire class.
3	3	b. I divide the class into interest groups.
5	4	c. I have the children make presentations.
4	5	d. I regroup with other teachers.
1	1	e. I divide the class into groups on the basis of current work.

When the children are regrouped using other teachers, the floater is often used to take one group and coordinated planning with the regular teacher on content and materials is used. Another organizational pattern utilized dividing the class into two small groups for separate study followed by a general skill review.

QUESTION 3: How do you feel about seminars that are conducted on a regularly scheduled basis?

PERCENT RESPONSES	
55%	a. I like them, and the children do, too.
8%	b. I like them, but the children do not.
–	c. I do not like them, but the children do.
24%	d. Neither I nor the children like them.
8%	e. We do not have regularly scheduled seminars.
5%	No response

The feelings of the teachers differed on this point, with some of the teachers feeling the children look forward to them, and others feeling that they did not care for seminars. Some teachers felt that freedom is needed in scheduling the seminars since it is difficult to teach something meaningful after Individually Prescribed Instruction and the seminars do not seem to correspond with the philosphy of the program. Other teachers felt that is was more applicable to the students who are having difficulty, and that one day off a week helps the pupils look forward to Individually Prescribed Instruction.

PURPOSE: TO OBTAIN A MEASURE OF THE TEACHERS' FEELINGS REGARDING THE USEFULNESS AND LEADERSHIP IN PLANNING SESSIONS

QUESTION 1: How do you feel about planning sessions?

PERCENT RESPONSES	
35%	a. I usually find them extremely worthwhile.
46%	b. I find them occasionally worthwhile.
18%	c. They are seldom worthwhile.
1%	No response

The teachers felt that the planning sessions could be more valuable if better planning were used; currently, either they are not always concerned with problems at hand or the problems discussed are petty or constantly repeated. However, the sessions do give the principal a chance to know the teachers better and aid in the solving of problems.

QUESTION 2: Whom do you feel should lead the planning sessions? Check all that are applicable.

RANKING OF RESPONSES	
3	a. The principal.
1	b. The coordinator.
2	c. Individual teachers on a scheduled basis.
4	d. Whoever is willing to do so.
5	e. Other (Responses included the floater, representatives from various levels of importance, team leader, whomever the problem may concern, or anyone who could handle it.)

The decision as to who should be the leader should be determined by the particular planning session.

PURPOSE: TO ASCERTAIN THE TEACHERS' PERCEPTIONS OF RESEARCH FOR BETTER SCHOOLS' MONITORING ACTIVITIES AND DATA FEEDBACK

QUESTION 1: How would you evaluate Research for Better Schools resource help in terms of adequacy of assistance to you?

PERCENT RESPONSES

	Very	Generally	Neither	Generally	Very	
Helpful	38%	40%	8%	7%	4%	**Inadequate**

No Response: 3%

Favorable comments on the resource help stemmed from the resource people whose helpful suggestions, feedback, and problem-solving abilities increased teachers' awareness and alleviated operational difficulties. In addition, their aid in providing needed materials was invaluable.

QUESTION 2: Please rate the usefulness (to you) of the two reports you now receive.

A. Degree of Implementation
B. Report of Student Progress

PERCENT RESPONSES

	Very	Generally	Neither	Generally	Very	
A. Useful	25%	49%	6%	8%	4%	**Useless**
B. Useful	15%	22%	12%	17%	24%	**Useless**

Degree of Implementation – No Response: 8%
Report of Student Progress – No Response: 10%

QUESTION 3: What kinds of feedback or reports would you like to receive from Research for Better Schools?

One-third of the participants cited the need for a report on research findings showing Individually Prescribed Instruction-non-Individually Prescribed Instruction comparisons and including data showing progress after the pupils leave elementary school.

In addition, more current progress reports and accurate analysis of prescriptions were stressed.

PURPOSE: TO DETERMINE THE TEACHERS' PERCEPTIONS OF AIDE UTILIZATION

QUESTION 1: Do you think that Individually Prescribed Instruction aides should be used for other than clerical tasks (scoring, recording, organizing materials, etc.)?

PERCENT RESPONSES	
50%	a. Yes
38%	b. No
12%	No response

Suggestions for future utilization in Individually Prescribed Instruction included:

1. Listening to oral reading and reading vocabulary words.
2. Reading directions.
3. Administering tests.
4. Tutoring pupils.
5. Training aides in individual tests and evaluation.

Some teachers felt that the aides should assume some non-Individually Prescribed Instruction tasks such as lunch duty, milk money collection, attendance taking, and ditto reproduction.

PURPOSE: TO DETERMINE THE TEACHERS' PERCEPTIONS OF THEIR INDIVIDUALLY PRESCRIBED INSTRUCTION EVALUATION BY THE ADMINISTRATOR

QUESTION 1: How do you feel about being evaluated by the principal (or instructional leader) on your handling of your Individually Prescribed Instruction classes?

PERCENT RESPONSES	
69%	a. I feel he is sufficiently knowledgeable and capable of doing so fairly.
17%	b. I do not see any need for such evaluation.
8%	c. I do not believe he is knowledgeable enough about Individually Prescribed Instruction to evaluate others.
4%	d. Other
2%	No Response

The establishment of criteria for this evaluation is important to the teachers who believe they deserve the freedom to do what they feel is correct. They also feel that some of the suggestions made in the evaluation are often impossible to carry out in light of the size of the class and the constant needs of the pupils.

PURPOSE: TO ASCERTAIN THE TEACHERS' PERCEPTIONS OF THE INDIVIDUALLY PRESCRIBED INSTRUCTION CLASSROOM OPERATIONAL VARIABLES OF TUTORING, SELF-CORRECTING, AND SELF-PRESCRIBING

QUESTION 1: Do you feel you have adequate time for tutoring children in an Individually Prescribed Instruction class?

PERCENT RESPONSES	
25%	a. Yes
73%	b. No
2%	No Response

The teachers expressed the need for additional help since the present amount of tutoring does not allow enough time for explanation of the instructions or instructional help. The large class enrollment does not provide the teacher-pupil ratio needed to meet individual needs. Special attention was called to the slow students who need more time than is available.

QUESTION 2: What do you feel is a desirable teacher-pupil ratio (without any floating teacher support) in Individually Prescribed Instruction math? In Individually Prescribed Instruction reading?

a. IPI math: Approximately one-third of the teachers recommended a ratio of 1:15. Other ratios suggested varied from 1:1 to 1:25.

b. IPI reading Emphasis was placed on the teacher-pupil ratio varying with the reading level of the pupils with the suggested ratio being 1:20 for the beginning phase, changing to 10-18 for the transitional phase, and in utilizing 1:20-25 for the independent phase. Other ratios suggested varied from 1:2 to 1:30 with approximately one-third of the teachers recommending a ratio of 1:15.

QUESTION 3: Do you have your pupils: (a) Correct their own work? (b) Discuss their prescriptions with you? (c) Prescribe for themselves?

PERCENT RESPONSES			
YES	*NO*	*NO RESPONSE*	
58%	35%	7%	a. Correct their own work.
81%	14%	5%	b. Discuss their prescriptions with you.
47%	42%	11%	c. Prescribe for themselves

To determine whether a child is ready, the two factors of the pupils' grade level and abilities should be taken into account.

QUESTION 4: Are you in favor of having your pupils: (a) Correct their own work? (b) Discuss their prescriptions with you? (c) Prescribe for themselves?

PERCENT RESPONSES			
YES	*NO*	*NO RESPONSE*	
63%	29%	8%	a. Correct their own work.
73%	5%	22%	b. Discuss their prescriptions with you.
56%	34%	10%	c. Prescribe for themselves

To be involved in self-prescribing, pupils should be in grade 2 and above and "capable." The definition of "capable," according to the teachers, appears to be the ability of the child, the lack of carelessness in his work, and his ability to suggest prescriptions. Some teachers feel that the pupils are too young to self-prescribe and as teachers they do not have the time to discuss the prescriptions as they are being written.

PURPOSE: TO ASCERTAIN THE TEACHERS' PERCEPTIONS OF THE VARIABLES TO BE CONSIDERED IN INSTITUTING AN INNOVATION

QUESTION 1: What kinds of things do you think educational innovators in general can do to make it easier for classroom teachers to adapt innovations?

Two basic categories of aid were recommended by the teachers. The first involved orientation and training. The majority of teachers felt that there are three types of orientation needed: pre-examination and evaluation of innovations including the use of teachers in planning for the innovation; initial orientation and training for the specific innovation, including more resource help in workshops with demonstrations in the schools or the opportunity to see the program in progress; and in-service continuous training to remain up-to-date with new procedures and methods.

The second type of aid recommended involves the establishment of organizational aids such as special teachers to relieve classroom teachers, scheduling, determination of optimal pupil-teacher ratio, proper editing, and housing of materials.

Two other aspects important to the teachers are the need for greater teacher freedom in adapting the innovation and the importance of innovators observing and participating in a greater number of programs.

TEACHER INFORMATION CONCERNING FUTURE DEVELOPMENTS IN INDIVIDUALLY PRESCRIBED INSTRUCTION

To enable the Individually Prescribed Instruction training and development teams to learn more about teachers' perceptions of present and possible future activities, the teachers were asked to share their ideas about continuous training and curriculum development.

PURPOSE: TO AID THE RESEARCH FOR BETTER SCHOOLS' STAFF IN DETERMINING THE NEED FOR, TYPE, AND CONTENT OF CONTINUOUS TRAINING FOR INDIVIDUALLY PRESCRIBED INSTRUCTION TEACHERS

QUESTION 1: Do you feel there is a need for continuous training (in-service training for teachers) in Individually Prescribed Instruction principles, practices, and problems?

PERCENT RESPONSES	
93%	a. Yes
7%	b. No

QUESTION 2: If your answer to the above question is "Yes." please rank the following from 1, your first preference, to 5, your last preference, according to the form of continuous training which you prefer.

RANK ORDER	
3	a. My school alone.
1	b. A combination of Individually Prescribed Instruction faculties
4	c. Teachers' conferences.
2	d. Summer workshops.
5	e. Other.

Other suggestions included the use of teams representing grade levels which would meet periodically for exchanging ideas, a combination of faculties meeting by grade level, and discussions in planning sessions with a well-informed coordinator.

QUESTION 3: If continuous training sessions are held in your school, please rank the following from 1, your first preference, to 4, your last preference.

RANK ORDER

1	a. Through grade level faculty sessions.
2	b. Through full faculty sessions.
3	c. Through regularly scheduled planning sessions.
4	d. Other.

Other suggestions included utilizing the organization of primary and intermediate sessions instead of grade level or only scheduling sessions when a majority of the teachers agree a need has arisen.

QUESTION 4: How often do you feel that continuous training sessions should be held?

PERCENT RESPONSES	
1%	a. Weekly.
4%	b. Every two weeks.
11%	c. Once a month.
75%	d. Whenever there seems to be a need for one.
	e. Never
9%	f. Other

Summer, fall, and once or twice yearly were the other recommendations.

QUESTION 5: What topics do you think should be covered in a continuous training program?

The suggestions encompassed the subject areas of mathematics, reading, science, spelling, and handwriting and specifically emphasized and dealt with the need for experience using new materials and approaches, an exchange of successes and failures with Individually Prescribed Instruction teachers in other schools, and prescription sheet changes. Other recommended topics included a progress report to parents, planning time, scheduling, prescription evaluations, teacher and aide roles, and instructional techniques.

Currently, the Research for Better Schools training staff is preparing materials to be used for continuous training. Incorporating the suggestions made by the teachers, these packages can be used in refining instructional skills, in gaining insight into individualized treatment of the student and in utilizing individualized teaching strategies and materials.

PURPOSE: TO OBTAIN INSIGHT INTO HOW TO AID AND ENCOURAGE THE TEACHERS TO UTILIZE A VARIETY OF INSTRUCTIONAL SETTINGS

QUESTION 1: What would enable you to utilize different instructional settings (for example, teacher tutoring, peer tutoring, small-group instruction, large-group instruction)?

PERCENT RESPONSES	
11%	a. More teacher training in their use.
8%	b. More pupil training in their use.
54%	c. Both a and b.
24%	d. Other.
3%	No Response

Other factors influencing the utilization of instructional settings include an aide to assist while the teacher has small or large groups, more time, better facilities in which small groups could meet, more supplementary materials, small pupil-teacher ratio, and better organization and understanding among the staff.

PURPOSE: TO ASCERTAIN THE CRITERIA USED IN DETERMINING TEACHER JUDGMENT OF MASTERY

QUESTION 1: What are the criteria you use when making teacher judgment of mastery?
Check all that are applicable.

RANK ORDER	
2	a. Test scores.
4	b. Performance on other skills.
1	c. Oral evidence of mastery.
3	d. Performance on STS pages.
5	e. Other.

The utilization of teacher judgment also depends on the individual child, the type of errors made, the relevance and importance of the skill, and the quality of the materials.

PURPOSE: TO OBTAIN INFORMATION ON THE TEACHERS WHO ARE INTERESTED IN CURRICULUM DEVELOPMENT

QUESTION 1: Would you be interested in helping Research for Better Schools in future Individually Prescribed Instruction curriculum development efforts?

PERCENT RESPONSES	
75%	a. Yes
25%	b. No

QUESTION 2: If the answer to Question 1 is "Yes," in what specific area(s) do you feel most qualified to offer suggestions?

*PERCENT RESPONSES**	
35%	a. Mathematics
14%	b. Science
6%	c. Spelling
34%	d. Reading
6%	e. Handwriting

*Some teachers responded in more than one area.

These teachers from the six demonstration schools will be called upon for their inputs in future developmental efforts in these areas.

QUESTION 3: If the answer to Question 1 is "Yes," how would you prefer to give us your suggestions?

PERCENT RESPONSES	
22%	a. By mail.
48%	b. Through pre-arranged meetings with Research for Better Schools personnel.
6%	c. Other.
24%	No Response

The Research for Better Schools resource person in the school, group faculty meetings, or a committee in each school could be used to deliver the suggestions.

PURPOSE: TO OBTAIN INFORMATION AND FEEDBACK FROM INDIVIDUALLY PRESCRIBED INSTRUCTION TEACHERS ON THE CURRENT READING PROGRAM

QUESTION 1: If you were asked for *one* improvement to be made on the reading program instructional materials, what would your suggestion be?

QUESTION 2: If you were asked for *one* improvement to be made on the reading program testing materials, what would your suggestion be?

The comments were divided among the three phases of the program: beginning, transitional, and independent. Suggestions for improvements in the primary reading program included better readiness, more stories for comprehension, re-evaluation of the sound disc materials, and more in-depth testing coupled with shorter unit and stories tests. The emphasis in changes for the transitional phase was placed on the need for different types of materials which would provide for more oral reading and would be a better bridge between the programmed beginning phase and the independent program. Programming this phase was recommended. For the independent phase, the greatest need was for increased quality and quantity of the books and tests so that there was diverse materials which relate to the pupils' environment.

During 1968-69, the three phases of the reading program underwent a complete revision. The major results of this change include a truncated primary phase with new sound discs and a programmed transitional section (both of which include more stories for comprehension), and a directed reading phase.

PURPOSE: TO OBTAIN INFORMATION TO AID IN THE TRAINING FOR THE SCIENCE PROGRAM

QUESTION 1: Which of the following applies to your dislike (if any) of teaching science?

PERCENT RESPONSES	
28%	a. I feel that my background in the subject matter is inadequate.
4%	b. I feel that there is some danger in working with materials and animals.
7%	c. I feel I do not know today's science.
23%	d. It takes too much time to search for and prepare the materials.
28%	e. None of these.
10%	f. Other

Other reasons to which the teachers attributed their dislike included unappealing, old textbooks, and lack of curriculum guides.

QUESTION 2: Have you used a textbook in teaching science up to now?

PERCENT RESPONSES	
65%	a. Yes
25%	b. No
10%	No Response

A variety of textbooks are used. The information on which textbook is used in each of the demonstration schools enables the science team to incorporate into the training program the differences between the content and process used by that text and the Individually Prescribed Instruction program.

QUESTION 3: Do you feel a textbook is necessary in teaching science?

PERCENT RESPONSES	
35%	a. Yes
55%	b. No
10%	No Response

QUESTION 4: During this past school year, how many minutes a week did you spend in teaching science?

The amount of time devoted to science ranged from 0 to 420 minutes a week with the average time per grade as follows:

GRADE	*NUMBER OF MINUTES*
1	70.7
2	82.5
3	85.8
4	180.8
5	117.0
6	166.0
All Grades	109.3

QUESTION 5: Of the science you have taught this year, what do you think was the most successful? Please describe.

The unit on plants was the most popular one taught with the lesson on growing begonias from cuttings the most specific one mentioned. Other units selected by the teachers were: the solar system, animals, space and nature, earth science, sense magnets, classification, holidays, clouds, sea, electricity, universe, simple machines, anatomy, dry cells, butterflies, space flight, and sink or float. The process approach of experiment and research for the answer was commended.

QUESTION 6: Do you have an aquarium in your room?

PERCENT RESPONSES	
31%	a. Yes
52%	b. No
17%	No Response

QUESTION 7: Do you have any animals in your room?

PERCENT RESPONSES	
34%	a. No
44%	b. Yes
22%	No Response

Animals in the classrooms included garter snakes, praying mantises, spiders, turtles, butterflies, rabbits, gerbils, opposums, salamanders, parakeets, hamsters, crickets, mice, and an ant farm.

PURPOSE: TO OBTAIN INFORMATION FROM THE TEACHERS TO AID THE DEVELOPMENT OF THE SOCIAL STUDIES PROGRAM

QUESTION 1: If you were asked for *one* major idea (in materials, methods, etc.) to be incorporated in the social studies curriculum, what would your suggestion be?

The units of study recommended for inclusion were the relationship of man to his environment and his behavioral pattern as a result, working and living together, study of one country, maps, black history, families around the world, and current events.

Most of the comments were on the methods and processes which should be included in the program as alternatives. The recommended instructional techniques were visual aids, games, field trips, music, open-ended research in areas of pupils' interests, multi-media equipment, and concrete material. In addition, social interaction among students should be encouraged. The importance of having the material challenging but not too difficult coupled with an emphasis on vocabulary and concepts was emphasized. One teacher recommended that the curriculum be set up by teachers working with the pupils.

QUESTION 2: What one major item would you definitely *not* like to see included in a new social studies curriculum?

Eleven percent of the participants stated that they did not want Individually Prescribed Instruction because a rigid structure and totally written work was not applicable to the study of social studies. Other teachers emphasized the exclusion of emphasis on racial mixture or multi-ethnic groups, memorization, the textbook approach, and citizenship.

CONCLUSION

Throughout the three years of conferences and questionnaire administrations, the constructive, incisive positive and negative comments have called attention to important aspects of the program and greatly contributed to changes made. Particular results to be noted include:

1. The teachers perceive their role as more important than in traditional classrooms; in addition, they feel the demands are greater both on their functions within the classroom and on the time required in preparation for each class period.

2. The teachers perceive Individually Prescribed Instruction for their pupils as being generally positive in the areas of achievement, motivation, and discipline and believe the pupils will react positively to a totally "individualized" school day.

3. Recommendations of the school personnel and the evaluation data on implementation and curriculum have led to the development of training materials for administrators and teachers and the restructuring of the reading program. In addition, currently, classroom management procedures are being detailed and the mathematics program is undergoing revision.

The cooperative efforts of the school personnel with Research for Better Schools and the Learning Research and Development Center have been an example of understanding, helpfulness, and hard work in instituting and improving the Individually Prescribed Instruction Program.